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"There are more men ennobled by reading than by nature"

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The New York Institution Seventy Years Ago

It will be of interest to general readers to know of events and opinions regarding educational methods at the New York Institution seventy years ago. For this reason, extracts from the Institution Report, that covered the year 1860, are printed in this issue. Benjamin Robert Winthrop was then president of the Board of Directors,

The pupils also had the pleasure of seeing, at the Institution, in the early part of the summer, a portion of the Embassy from Japan, whose arrival on our shores excited so universal an interest. The triumphs of Christian enterprise, as exemplified in the instruction of the deaf and dumb, was perhaps as great a source of wonder to these representatives of Oriental civilization as anything they saw in this country.

It is on account of the facilities which are afforded for introducing, to our pupils, celebrated persons, as well as for exhibiting to them

The mechanical department, though still embarrassed for want of suitable shops, continues to be prosecuted with the usual good results. We have repeatedly stated that this department was maintained solely for the benefit of the pupils, and was never intended as a source of pecuniary profit to the Institution; all we expect being to make it, partly by sales of work, but much more by supplying our own wants, pay its expenses.

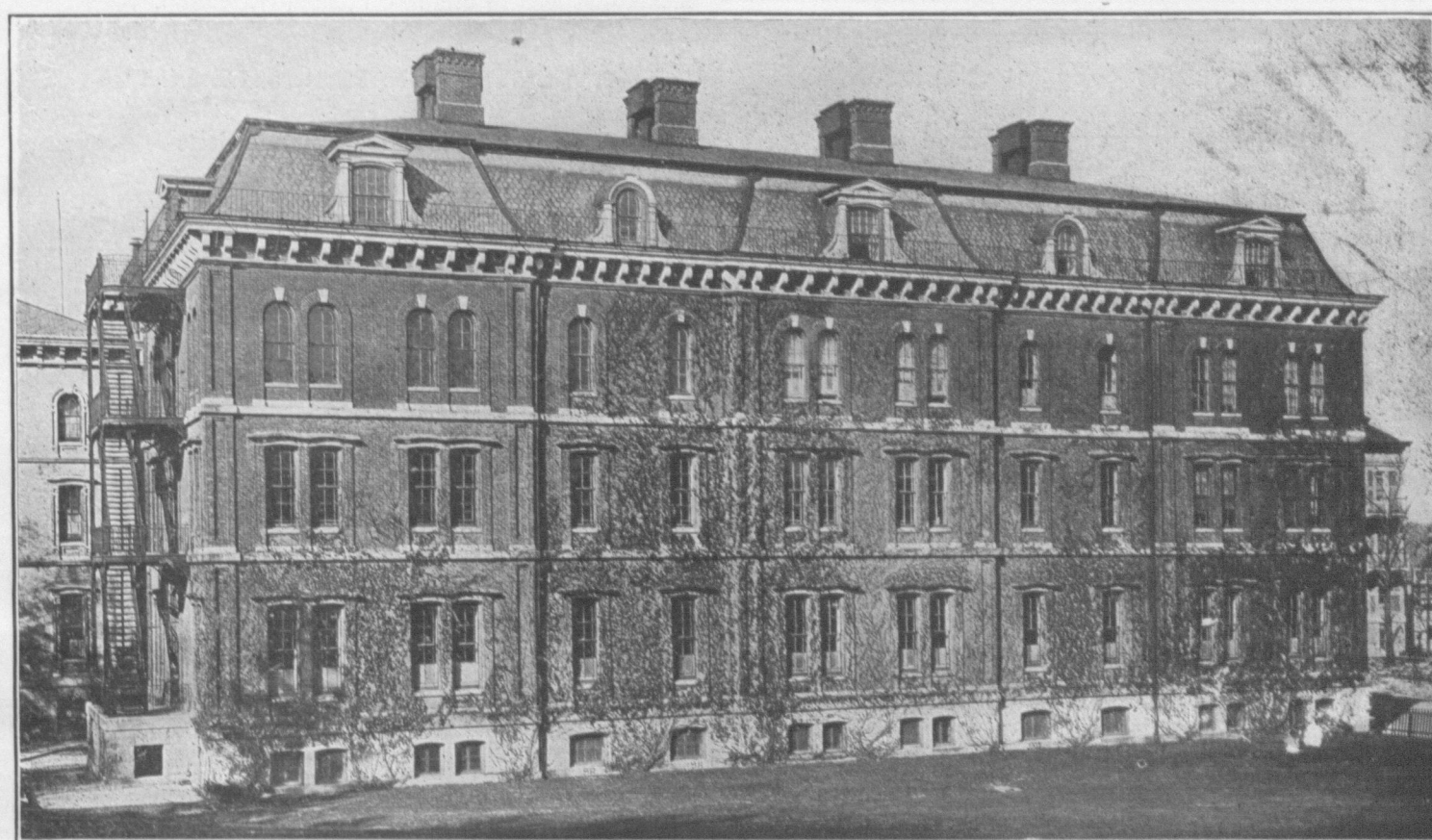
As the best time for acquiring a good education (which, in the case of the deaf and dumb, is so much more of an acquisition than

same trade he learns with us. Were we to neglect this mechanical training of our pupils, we fear many of them would acquire habits of idleness, and dependence on others, and thus fail to become happy and useful members of society.

For the condition of the intellectual department we refer, with satisfaction, to the usual report of the annual examination heretofore annexed. The attainments of the different classes, and especially of the High Class, continue to be highly gratifying and satisfactory. They are not, perhaps, on the average, more favor-



Institution Buildings fronting on the Hudson River



Academic Building—150 x 50 feet

and it is over his signature that the report is made. He was a director from the year 1841 to 1869. He was a man of distinguished lineage, a public spirited citizen, a philanthropist, and a progenitor of men who have been great in educational and civic progress. The Prince of Wales, who visited the Institution in 1860 with a distinguished entourage, later was king of England, succeeding Queen Victoria, and succeeded by his son King George, who now reigns over the British Empire.

Among the gratifying events of the year, has been a visit, to the Institution, on the 12th of October, 1860, of the heir apparent to the British throne, accompanied by the distinguished gentlemen who composed his suite. The pupils were assembled in the chapel, and a portion of them called to the slates, where an exhibition of their attainments was given. The impromptu compositions, written by the highest class, under the stimulus of the interesting and exciting circumstances, and on topics suggested by the Prince himself, were of so remarkable a character as to excite, in the minds of the visitors, both surprise and gratification that so much could be accomplished in behalf of this class of the community.

Hardly less pleasing was the subsequent visit of Lady Franklin, around whose name and womanly virtues, cluster the heart's holiest sympathies. The opportunity of seeing those who occupy so prominent a place in the current history of the world, was a source of gratification and instruction to our pupils, who depend so much upon the eye for information and delight, and was a sort of compensation for the deprivation of many enjoyments which their affliction entails upon them.



"Fanwood" Institution in 1856

the many and various applications and results of the humane and useful arts, such as are to be found only in a metropolis, that the location of the Institution in the City of New York, is to be considered as particularly fortunate.

with those who hear, that it was for many centuries judged an impossibility,) is also the best time for learning a trade, the maintaining this branch of instruction is evidently a duty which we owe our pupils. While the practice, for a portion of each day, of some mechanical employment, is certainly not a hindrance to the pupil's intellectual progress, it tends to the formation of industrious habits, and gives skill in the use of tools, which will be of high value in after life, even if the pupil does not continue to work at the

able than those of some former years; but there has been no falling off. The system in use, the result of many years' experience, and of the labors of several superior minds, has reached a degree of perfection that, in experienced and zealous hands, leaves very little to desire.

The great and peculiar difficulties of the study of written languages for the deaf and dumb, require, if we would realize the best results, that the task be undertaken under the most favorable conditions. The teacher should possess, in zeal, in expertness in the language of signs, in the power to command the attention of his pupils, a special aptitude for this branch of instruction. He should have, moreover, a series of lessons, the preparation of which involves mature experience and deep study; and he should have at command the best processes devised by many able teachers. All this, however, does not suffice. It is equally necessary that the pupil should come to school at the best time to profit by the term allowed him.

We have, in former reports, especially in the thirty-sixth and thirty-seventh, discussed, at some length, the question whether deaf-mute children could be advantageously sent to the Institution at an earlier age than that now permitted by the law for State pupils. On this point, the result of several years' additional experience has but confirmed the views heretofore expressed, that if the period of instruction is limited to five or at most seven years, for all but the few who may be selected for the High Class, it is far more advantageous to the pupil to have that period begin at twelve or thirteen than at an earlier age.

We freely admit that deaf-mute children are capable of learning much at the age of seven or eight; and if the term of instruction could be consistently extended to ten or twelve years, we should be in favor of an earlier age of admission than that now prescribed. But since six or seven years, with a good system and a good teacher,

(Continued on fourth page)



The Trade School Building—100 x 30 feet



New York Institution at 50th Street and Fourth Ave. in 1828

THE DEAF-MUTES' JOURNAL (published by the New York Institution for the Instruction of the Deaf and Dumb, at 99 Fort Washington Avenue and corner West 163d Street), is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

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CONTRIBUTIONS

All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith. Correspondents are alone responsible for views and opinions expressed in their communications.

Contributions, Subscriptions, and Business Letters to be sent to the
DEAF-MUTES' JOURNAL
Station M, New York City.

"He's true to God who's true to man:
Wherever wrong is done
To the humblest and the weakest
'Neath the all-beholding sun,
That wrong is also done to us,
And they are slaves most base,
Whose love of right is for themselves,
And not for all the race."

Commencement Day at Fanwood

THE One Hundred and Twelfth Commencement Exercises of the New York Institution for the Instruction of the Deaf and Dumb were held in the chapel in the afternoon of Friday, June 13th. The following was the program of the day:—

I. PRAYER.

II. ADDRESS BY THE PRESIDENT OF THE INSTITUTION.

III. EXERCISES* BY THE PUPILS, CONDUCTED BY THE PRINCIPAL.

1. Salutatory Address with Essay on "Life's Requirements."
Madeline Kauth.

Ladies and Gentlemen: It is a sincere pleasure for us to greet you this afternoon at our Commencement.

We are closing the 112th year of this school's existence. It has sent out over 5300 graduates from the academic and grammar grades, and also provides them with a trade suitable for them to earn a living. This shows how beneficial has been the work of the Institution. Yet it has done even more by its training in the personal care of ourselves, our manners and morals, and in many other ways.

I bid you welcome.

LIFE'S REQUIREMENTS

The teaching they receive at school is what, more or less, makes smart boys and girls. Careful instruction in the essentials is necessary to prepare young people to meet the conditions of life in the active world of trade and business.

It is often complained that young people of the present age are too free, too careless, too unmindful of others; that they are different from children of other generations. This may be so, but then the times are also different. We live in a new age, with new inventions, new requirements, and more freedom.

Perhaps, in the lapse of time, grown people may have forgotten their own school days, their own errors, and pranks, and may not always have been the angels that parents had hoped for. Today we are in a new century with its own ideals—a point many people are apt to overlook. Life has become broader, more exacting, speedier—and young people at school are being prepared to meet these conditions.

The schools must not only afford the instruction of other days, but many new subjects are required and consideration is given to the health and comfort of the children. It does not mean only

schoolroom exercises; it goes beyond that. It makes provision for that great necessity—training in a trade or occupation from which will come self-support. So, after all, the present generation of youth may eventually prove that the schools are preparing the children of today better than many imagine; that it is providing the requirements that lead to useful, contented citizenship.

2. Art Work by the Palette and Brush Club

3. Kindergarten and Primary Projects

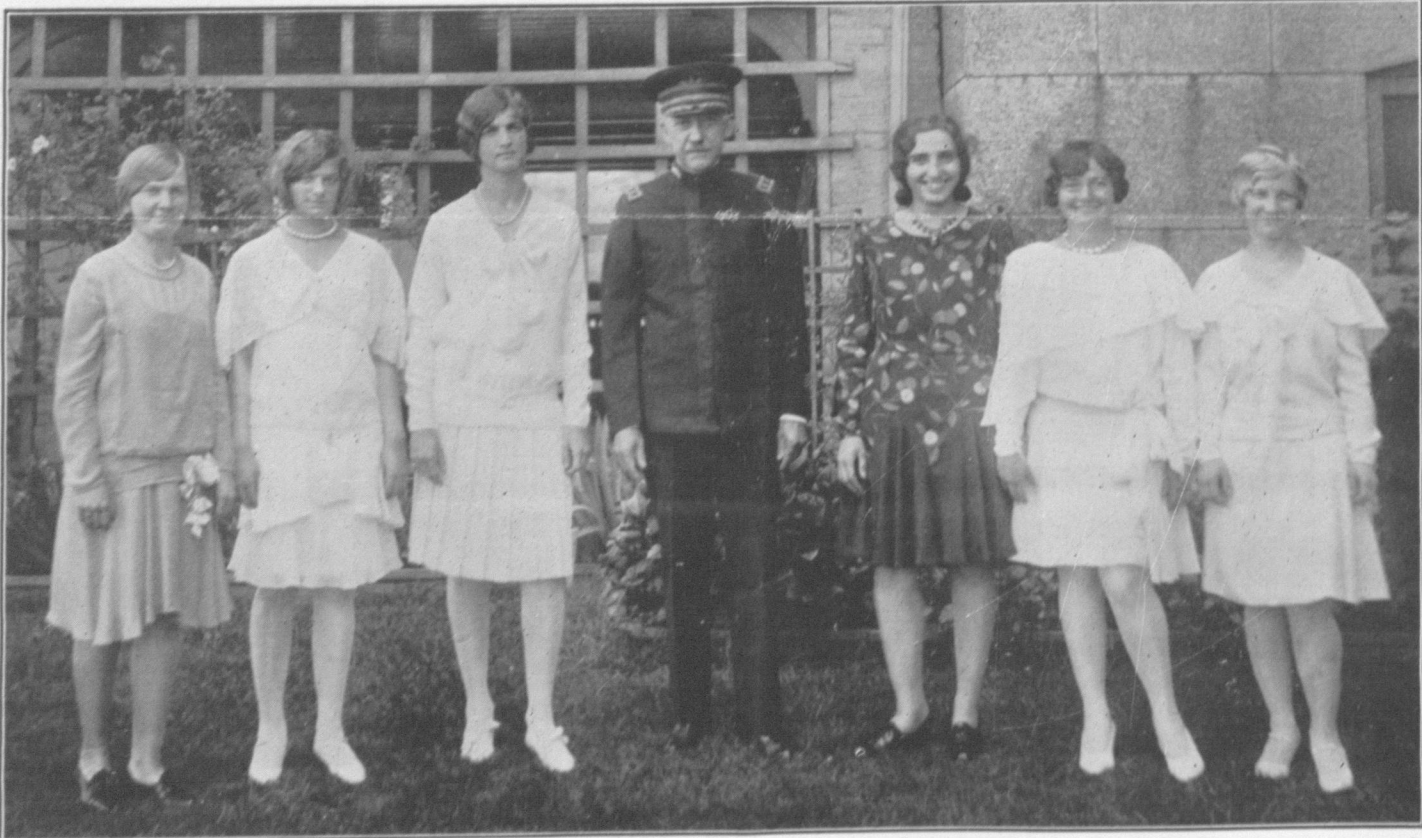
(a) The Zoo

THE ELEPHANT

The elephant carries a great big trunk,
He never packs it with clothes,
It has no lock and it has no key,
But he takes it wherever he goes.

THE RABBIT

See the pretty bunny
With his big long ears,
He doesn't seem to see us
But don't you think he hears?

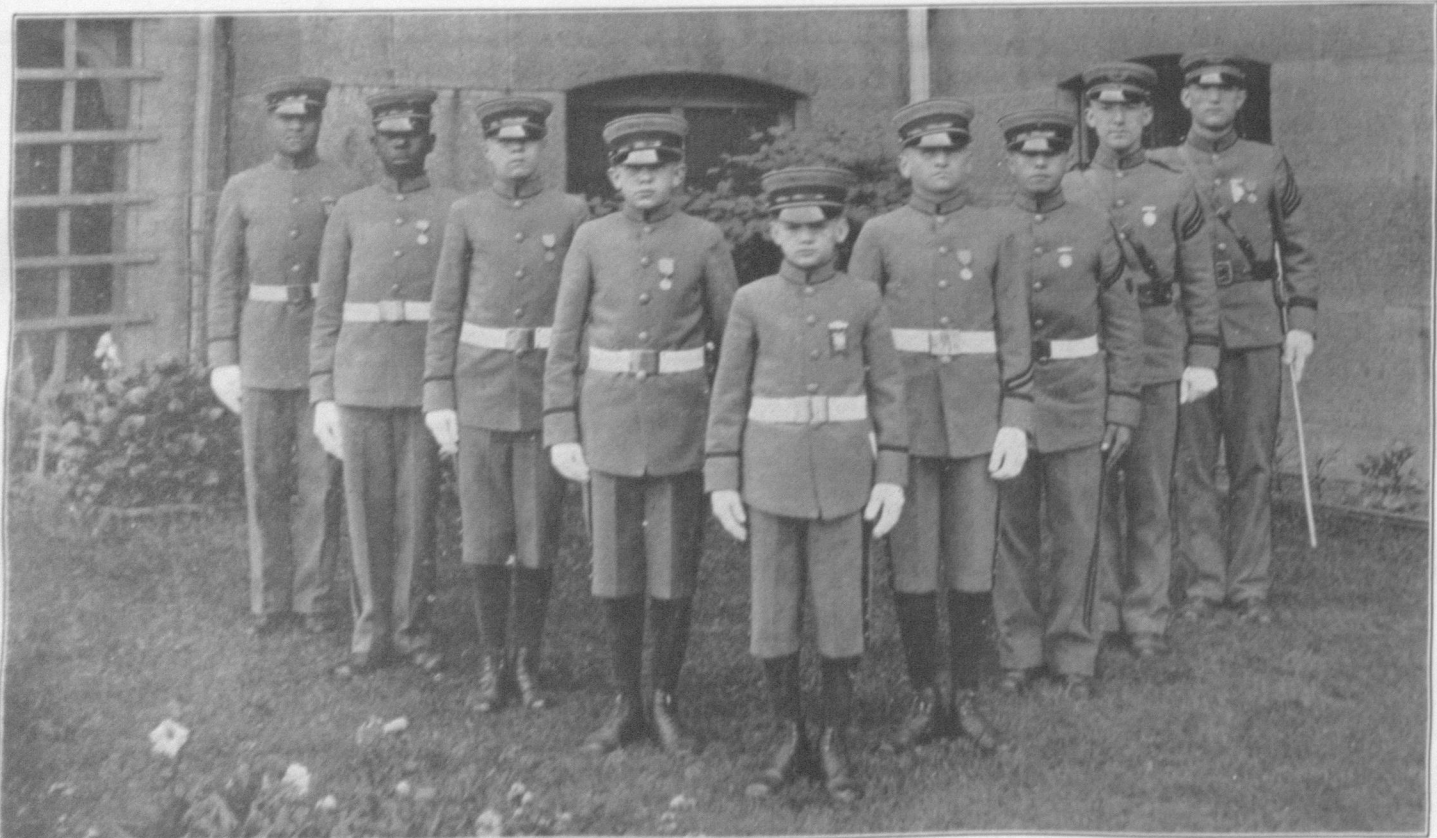


Adrastian Society, 1929

GRADUATES

DIPLOMA FOR HIGH CLASS COURSE
NICHOLAS GIORDANO PHILIP GLASS
JENNIE E. ELLIOTT
DIPLOMA FOR SUPPLEMENTARY COURSE
ROSE DeGUGLIELMO MADELINE KAUTH
ANGELINE DURSO ANNA ROHLFING
DIPLOMA FOR GRAMMAR COURSE
EDWARD BANIS HARRY SIMON
MENDEL LEDERFIEND EDNA JENSEN
CELIA KALMANOWITZ

DIPLOMA FOR CERTIFICATE COURSE
MARIE T. COPPOLA THOMAS HOZNACKIE
SARAH TEMPKIN MORRIS KALVER
ALEX BERNSTEIN MORRIS KNEITEL
PETER BIRO HERBERT LEVY
ISIDORE FLASTERSTEIN ARTHUR W. STAMMERS
SYDNEY HECHT MAX ZIROFSKY



Medal Winners, 1929



The Cadet Band

- (b) Walking on Stilts
- (c) Bird Game
- (d) The Merry-go-Round

4. Work showing the uses of the Audiometer and Audiophone.

5. Presentation of Gymnasium Work

Kindergarten Boys—Games

- (a) Writing Names
- (b) Practical Arithmetic
- (c) Jumping Exercises

Fancy Indian Club Swinging—Cadet Lieut. Ernest Marshall.

Heavy Weight Lifting—Cadet Frank Pusefski.

Fanwood Acrobats—Advanced Class.

Intermediate Girls—Tap Dance, originated by the group

Advanced Girls—Waltz, "The Return of Spring."

6. Selections by the Band

March—"Stein Song" Fenstad

Overture—"Mirande" E. W. Berry

7. Military Exhibition by Cadets

- (a) Company A.—Silent Drill
- (b) Company A.—Butts' Rifle Drill.

8. Graduation Essay on "Useful Occupation," with Valedictory Address by Nicholas Giordano.

When school days are over and young people are free to consider what is to follow, the thought of sensible boys and girls turns to a means of livelihood. The school training has shown them the value of having some useful occupation. Their studies have prepared them in habits of punctuality, close attention to the thing in hand, economy of time and money, and careful thinking before they undertake any project.

To them, starting out to try their new-fledged wings, the great adventure is to find a position suitable to their abilities and paying a living wage. It is then that the job becomes the main thing—the touchstone of success in life. If he or she is one of those rare conquering heroes who sail along on the tide without struggling he has a very easy time. Success is a matter of individual ability and landing a job is a wholly subjective process, involving chiefly what the person thinks about himself and what he can make other people think about him.

This is, of course, a hard experience, but it is good for a man or woman in a way, as it pushes them out into the business world there to earn a living. The first difficulty is to get over the sensitiveness which all beginners feel for a time. Then there follows the exercise of those qualities which indicate the personality of the individual. This counts for a great deal; it shows the result of innate ability plus training. Unless young people possess those qualities which lead them to give real attention to whatever line of industry they may follow, they cannot expect to hold positions of any value. It thus finally depends upon what use we have made of our period of school life, and what qualities for a good and useful existence we have made a part of our personality.

VALEDICTORY

To the Members of the Board of Directors:

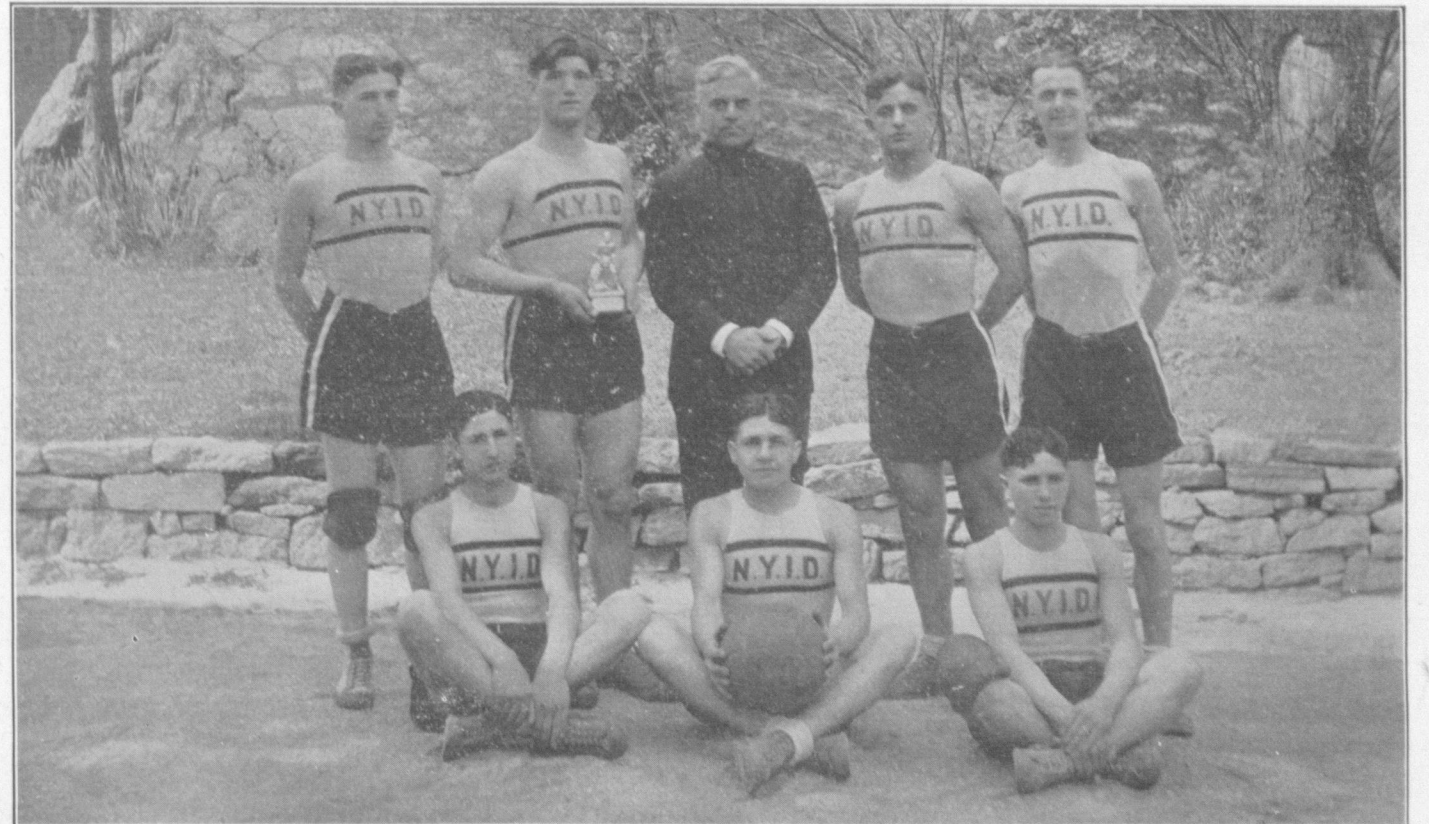
In behalf of the class of 1930 I wish to express to you our hearty appreciation of the assistance you have rendered in giving us opportunity to complete the excellent educational course offered by "Fanwood." We thank you sincerely for all that the school has done in preparing us for meeting the conditions and requirements of active life. Farewell.

To our devoted Principal, Guardians, and Friends:

We have learned to understand how greatly you have striven to have us ready to meet this day of parting. Your task has not been easy, but you have patiently pointed out to us the straight path for us to follow in seeking comfort, usefulness and happiness. We believe and hope rightly that we are ready for the world. You have faithfully done all that is possible to show us the way, and with your instruction, advice and warnings in mind, we confidently hope to



Girls Senior Basketball Team



Boys Senior Basketball Team

prosper. While we may not be under your care, we shall not forget your instructions and admonitions, nor your steady kindness toward us. You deserve and have our hearty thanks. Farewell to you, our beloved Principal.

Beloved Teachers and Officers:

We cannot and do not overlook all that you have accomplished in our training and education. You have shown patience in giving us all the needful help to overcome difficulties, and now it remains for us to show in our future lives, whether or not we have profited through your teaching and example. We sincerely thank you. Farewell to you, each and all.

Fellow Members of the Graduating Class:

It makes for sadness when we think about our coming final departure from Fanwood. Here we sowed seeds of Friendship that have grown with the years. May our friendship always remain in full bloom throughout our lives. When we have departed on our different paths in life, this memory will always continue pleasant. Maybe we may occasionally see hard times, but that we must expect, and we must not permit such occasions to discourage us. The time of our parting has come and let us promise to be true to each other and also to our class motto: "Aspiration for all that is good and helpful."

In parting, I bid you all a final farewell.

IV. DISTRIBUTION OF DIPLOMAS, CERTIFICATES, AND PRIZES BY THE CHAIRMAN OF THE COMMITTEE ON INSTRUCTION.

V. "AMERICA," RECITED IN SIGNS BY THE CHOIR AND SUNG BY THE AUDIENCE.

VI. BENEDICTION.

HOUSEHOLD ECONOMICS

The prizes for Embroidery were given to Madeline Kauth and Edna Jensen.

The prizes for Shirtmaking were awarded to Marion Danks and Anna Kucavik.

The prizes for Dressmaking were awarded to Anna Rohlfing and Dorothy Brandt.

The prizes for Plain Sewing were awarded to Viola Jungle and Violet Nickrasz.

The prize for proficiency in Housekeeping was awarded to Marie T. Coppola.

The prize for proficiency in Household Economics was awarded to Celia Kalmanowitz.

TRADES SCHOOLS

The prizes for speed and accuracy in typesetting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, were awarded as follows:—

First Grade—Albert Boyajian; Second Grade, Walter Shafran; Third Grade, Joseph Nuch.

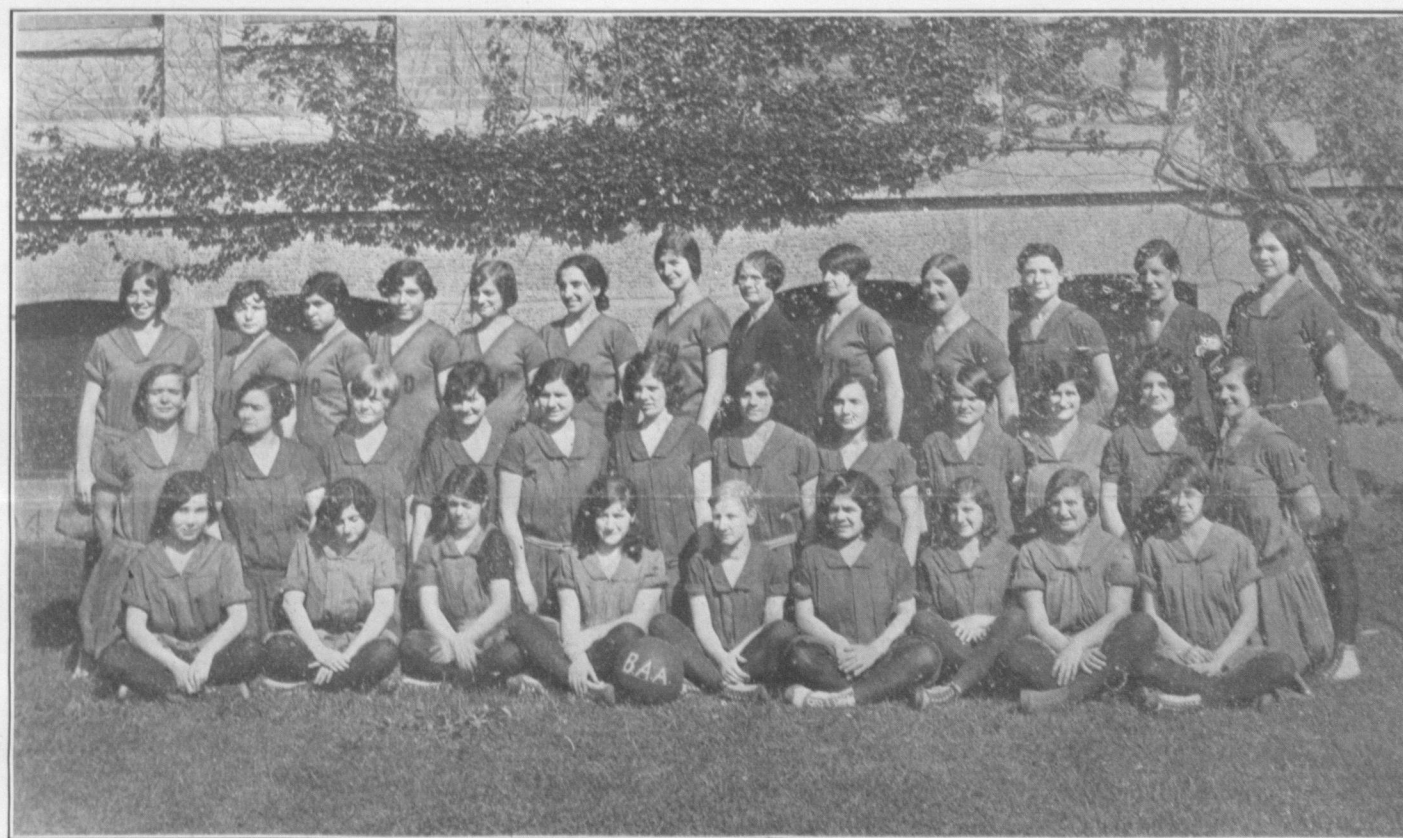
The prizes for Press Work were awarded to Thomas Kolenda and Leon Auerbach.

The prize for Marked Improvement and Good Conduct was awarded to Louis Johnson.

Prizes were given to the pupils of each division for proficiency in their respective trades, viz.:—

CARPENTERS (Morning Division): 1st Prize, Edward Banis and 2d Prize, Alexander Ovary.

(Afternoon Division)—1st Prize, George Salamanda and 2d Prize, George C. Herbst.



Barrager Athletic Association

HOUSE PAINTING, GLAZING AND SIGN WRITING:

1st Prize, for Proficiency, Philip Glass. 2d Prize, for Studiousness, Irving Auslander. 3d Prize, for Improvement, Bonaventura Trapanese.

From the interest from the bequest made to this Institution by the late Madame Jumel, the following prizes were awarded in the Department of Art:—First Artist Prize, Felix Kowalewski and Second Artist Prize, Philip Glass.

The Archibald D. Russell Gold Medals, for the highest proficiency in the School of the Soldier, were awarded to Cadet Walter Shafran, "A" Company; Cadet Vincent Sherman, "B" Company.

The Principal's Gold Medal for the Best Drill Officer was awarded to Cadet Captain William T. Rayner.

The General George Moore Smith Medals, for marked excellence in Military Drill, were awarded to Cadets Leon Auerbach and Louis Pacifico, "A" Company; Cadet Lance Corporal Michael Cairano and Cadet John Black, "B" Company.

The medal for General Excellence in Band and Field Music was awarded to Cadet Lieutenant and Band Leader Ernest Marshall.

The Sanger Memorial Prize for General Excellence in the Band was awarded to Cadet Albert Pyle.

The Fanwood Athletic Association Medal for the Best All-around Athlete was awarded to Albert Capocci.

The Eliza Mott Prize for improvement in character was awarded to Mendel Lederfiend.

The Norbury Centennial Prize was awarded to Angeline Durso.

The Alstynne Prize for General Excellence in character and Perseverance in Well Doing was awarded to Harry Simon.

The Demilt Prize for Character and Scholarship was awarded to Edna Jensen.

The Frizzell Prize for Unremitting Effort and Successful Attainment, whether in language, signs, poetry or other studies embraced in the Intermediate Course, was awarded to Madeline Kauth.

The Cary Testimonial for superiority in character and scholarship was awarded to Celia Kalmanowitz.

The Dennistoun Prize for superiority in English Composition was awarded to Jennie E. Elliott.

The William H. Fogg Prize, for marked ability in the control of others and for general excellence, was awarded to Edward Banis.

The prize provided by the Manhattan Literary Association of Deaf-Mutes of New York City, to be conferred annually upon such pupil as shall have attained excellence in both the educational and printing departments, was awarded to Nicholas Giordano.

The prize provided by the League of Elect Surds, the Fraternal Society of the Adult Deaf in the City of New York, to be conferred annually upon the graduate who, in the judgment of the Principal, has made the best progress in all departments during the year, was awarded to Rose DeGuglielmo.

The Harriet Taber Memorial Prize, to be conferred annually upon the girl graduate who has shown the greatest improvement in the use of speech and speech-reading both in and out of school, was awarded to Rose DeGuglielmo.

The testimonial to be conferred every year, in accordance with the terms of the bequest to the Institution by the late Harriet Stoner, upon such pupil in this Institution as has not acquired any knowledge through the ear, and at the time of graduation shall be found to have attained the highest comparative excellence in character and study, was awarded to Madeline Kauth.

The Ida Montgomery Testimonial, provided in fulfillment of the wishes of the late Benjamin Robert Winthrop, to be conferred upon such graduate pupils, who, having become deaf prior to the age of fifteen years, shall, in the judgment of the Principal, have shown Marked Excellence in Studies, Character and Manual Skill, were awarded to Nicholas Giordano, Philip Glass, Jennie E. Elliott, Anna Rohlfing and Celia Kalmanowitz.



A Class in Cooking



General View of Printing Office

(Continued from first page)

are sufficient to give to most deaf-mutes as good an education as they require, provided they begin at the right time, and take for this education the most favorable years of youth, it would be unjust to the State to extend the term beyond what is necessary; and unjust to the deaf-mute to take him in school so early that he will fail to realize the full benefit of the term allowed.

* * *

It must be borne in mind that the study of written language is, for the deaf and dumb, a peculiarly difficult study. It tasks all their faculties, demands judgment, perseverance, and the power of continuous application, as well as memory, and natural readiness of apprehension.

It differs as much from teaching a child who hears and speaks to read and write, as for us the study of the many thousand arbitrary characters of the Chinese language differs from the simple learning to read and write, with twenty-six letters, our own vernacular.

* * *

The subject of teaching articulation has been again brought to the notice of the board, by the singularly exaggerated reports of visitors to schools in Europe, where articulation is taught, or professed to be taught. A man wholly unacquainted with deaf-mute instruction goes into one of these schools, and the teacher, as a teacher would naturally do, calls up one or two of his best pupils. They utter a few simple sentences, to the enunciation of which they have been carefully trained, and catch, on the lips, a few familiar and oft-repeated phrases. The visitor, giving the reins to his excited imagination, goes away with the impression that to utter and to read on the lips a few often repeated sentences, implies the ability to carry on a conversation on any subject orally, and that all the pupils can, or at least when their term is completed, will do as well as the few select ones whose performances he witnessed.

Forthwith, it is published, in the newspapers, that in Europe, the deaf and dumb are substantially, in all cases, taught to speak as other men speak; and to read on the lips with such facility that strangers will not suspect that they are deaf. The few who understand the subject, know that these reports are about as probable as an account of a successful expedition to the moon, or a new growth of an amputated limb; but the public, in general, take them for fact. Few readers can conceive that the testimony of an eye-witness of undoubted general intelligence and veracity can become a tissue of the wildest exaggerations by a little unintentional coloring, and a failure to inquire into one or two simple facts.

When such cases are inquired into by competent observers, the result is that the pupils, whose skill in articulation astonished the

credulous visitors, were, in most cases, of the class—of whom we have some in our own Institution—who, having learned to speak before they became deaf, still retain a fair ability to articulate, which the care of the teacher may have improved; and even these are seldom intelligible to strangers, beyond the utterance of a few simple sentences. The ability to distinguish a few familiar words and phrases on the lips, can be, with more or less labor, attained by most deaf-mutes of keen eye-sight and quick observation; but that deaf persons can acquire such expertness in this art as to share in a general conversation, or hold intercourse to any extent with strangers, is simply a myth.

The impression produced on the public mind, to the disadvantage of the American institutions, by a report of this kind put forth by a no less distinguished visitor to the European schools than the late Honorable Horace Mann, induced the board to send, in 1844, a special agent to visit the German schools. His very full and able report, annexed to our Twenty-sixth Annual Report, was considered, at that time, to set the question at rest. Seven years later, the President of our Institution, Dr. Peet, after a careful examination of many of the best European schools, made a report, annexed to our Thirty-third Annual Report, fully confirming the statements of

Mr. Day, that the teaching of articulation was seldom beneficial, except in cases where the pupils possess a remnant of speech acquired through the ear, or are but partially deaf; and that the restriction of the use of gestures, which has to be enforced by those who teach on the German system, in order to attain even a very moderate degree of success in articulation, and the consequent imperfection of this language in those schools, was a very serious disadvantage to the pupil's mental and moral development, social enjoyments, and religious instruction.

* * *

Comparing the average results attained by teachers of articulation, as set forth in the reports of 1844 and 1851, and in that hereunto annexed, with those obtained in the French and American schools by the use of the language of signs as the principal means, while written language is the end of instruction, it is evident that if teachers of articulation attempt more than we do, they do not, in most cases, accomplish nearly as much. The idea that the deaf generally can be restored to any considerable enjoyment of social intercourse by means of articulation and labial reading, however, useful these may be in some exceptional cases, under favorable circumstances, is a delusion.



New Manual Training Benches and Portable Lathes—Carpenter Shop

The Class Ivy

The Class Ivy was planted on Thursday, June 12th, at three o'clock in the afternoon. The Class of 1930 greeted the Principal in his office, were given a few words of advice and encouragement, and then, escorted by the battalion, followed by the Principal and educational staff, they marched to the music of the band to the spot selected.

The Class Officers were Madeline Kauth and Nicholas Giordano, the Flag bearer Madeline Kauth, and the Class Motto "Aspiration." In honor of Flag Day, before the Ivy ceremonies began, the battalion and assemblage saluted the Flag, the band playing the "Star Spangled Banner."

The Ivy Orator was Jennie Elliott, but in her absence, Rose DeGuglielmo read the following oration, which was preceded by an address by the Principal, and after its delivery, by brief remarks by the teachers.

IVY ORATION

Dear Principal, Teachers, Schoolmates:

We are following an old custom in planting this class ivy. It is now a small plant, weak and not very high in size. It will grow up. It will have new tendrils and leaves. In the winter it will seem to wither; in the spring it will show new life.

This is something like human existence, and so is a good illustration of our lives. May we not hope that our lives will meet all conditions of success and failure? We do not want to fail, but we cannot always hope to win all that we wish.

So we will try to live up to our motto—to aspire for all that is good, useful, and beneficial in our lives.

In this way we can repay this school, the Principal, teachers and officers, who have done so much for us.

The Proteans

On Monday, June 9th, the Protean Society, as in recent years, enjoyed a day at Brighton Beach, a dinner at Guffanti's, and an evening at the amusement features, such as Luna Park and the Steeplechase.

The Adrastians

The girls of the Adrastian Society crossed the Hudson River for their outing at Palisades Park, New Jersey, on Monday, June 9th, and had a wonderful time.

Palette and Brush Club

With Miss Michalena LeFrere Carroll in the chair of honor, and President Felix Kowalewski at her right, twenty-three Fanwood School Cadets of today and graduates of recent years, sat down to a dinner at Fleischer's Restaurant, 157th Street and Broadway, on Thursday, June 5th. The service and menu was excellent, as also were the speeches of Miss Carroll, Dr. Fox, President Kowalewski and others, including cute oratory by the youngest club members. A splendid and enthusiastic evening was spent.

SAMUEL FRANKENHEIM
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Grounds No. 1—2
Myrtle Avenue and Woodhaven Boulevard,
Woodhaven, L. I.

on

SUNDAY MORNING AND AFTERNOON

AUGUST 17, 1930

NEW GAMES AND FINE PRIZES

Admission - - - 35 Cents

Directions to Park.—At Chambers St., take Jamaica train to Woodhaven Boulevard Station, then take Bus to Park. Or take Metropolitan Ave. train to Wyckoff Ave. Station and then take Richmond Hill car to Woodhaven Boulevard.

H. C. BORSTLAND, Chairman.

Reserved

Thanksgiving Night
Brooklyn Silent Club
November 22, 1930

Reserved

Manhattan Div., No. 87, N. F. S. D.
November 15, 1930

Wanted—For a month, a deaf man who does work in painting and paper hanging. One who is experienced. Write to F. E. Beirne, 57 Sussex Street, Port Jervis, N. Y.

Many Reasons Why You Should be a Frat

BROOKLYN DIVISION, No. 23, N. F. S. D.
S. D. meets in Brooklyn, N. Y., on the first Saturday on each month. We offer exceptional provisions in the way of Life Insurance and Sick Benefits and unusual social advantages. If interested, write Nicholas J. McDermott, Secretary, 1567 Broadway, Brooklyn, N. Y.

Manhattan Division, No. 87

National Fraternal Society of the Deaf, meets at 143 West 125th Street, New York City (Deaf-Mutes' Union League Rooms), first Wednesday of each month. For information, write the Secretary, John N. Funk, 1913 Fowler Ave., Bronx, New York City.

Bronx Division, No. 92, N. F. S. D.

The value of Life Insurance is the best proposition in life. Ages limited from 18 to 55 years. No red tape. Meets at Ebling's Casino, East 156 Street and St. Ann's Avenue, Bronx, New York City, first Fridays, to take effect in July. If interested, write for information to division secretary, Louis C. Saracene, 866 Tiffany St., Bronx, New York City.

Deaf-Mutes' Union League, Inc.

143 West 125th Street, New York City. Club Rooms open the year round. Regular meetings on Third Thursdays of each month, at 8:15 P.M. Visitors coming from a distance of over twenty-five miles welcome. Jacob M. Ebin, President; Nathan Schwartz, Secretary, 143 West 125th Street, New York City.

Hebrew Assn. of the Deaf, Inc.

Meets Third Sunday of the month. Information can be had from Dr. A. Felix Nash, Executive Director, 210 West 91st Street, New York City; or Mrs. A. A. Cohn, Secretary, 699 East 137th Street, Bronx. Religious Services held every Friday evening, eighty-third, at Temple Emanu-El, 1 East 65th Street, New York.

Harlem Silent Club of Colored Deaf

2178 Lexington Ave. (apt. 35)
The object of the club is to promote the social and intellectual advancement of the colored deaf. Club rooms open the year round. Regular meetings on the first Thursday of each month at 8 P.M. Visitors are welcome to the Harlem Silent Club.
Howell Young, President; Charles Morris, Secretary, 140 West 133d St., N. Y. City.

Clerc Literary Association

Founded September 22, 1865
3220 North Sixteenth Street, Philadelphia, Pa.
Object: Moral and intellectual advancement and social enjoyment of the members. Every Thursday evening, at 8:15 o'clock the year round. Visitors and strangers are cordially welcome to visit the club rooms.
Arthur Fowler, President; Harry E. Stevens, Treasurer, P. O. Box 81, Merchantville, N. J.; Howard E. Arnold, Secretary, 63 East Montana Street, Mt. Airy, Philadelphia, Pa.

Brooklyn Hebrew Society of the Deaf

Meets second Sunday of each month except July and August, at the Hebrew Educational Society Building, Hopkinson and Sutter Avenues, Brooklyn.
Services and interesting speakers every Friday evening at 8:30 P.M., at the H. E. S. English Class, every Monday, Tuesday and Wednesday at 8 o'clock sharp at P. S. 150, Sackman and Sutter Avenues, Brooklyn.
Irving Blumenthal, President; William Schurman, Secretary, 1700 Carroll Street, Brooklyn

St. Ann's Church for the Deaf

511 West 148th Street, New York City
Rev. GUILBERT C. BRADDOCK, Vicar
Services every Sunday at 3 P.M. Holy Communion, First Sunday of each month, at 11 A.M. and 3 P.M.
Office Hours.—Morning, 10 to 12. Afternoons, 2 to 4:30. Evenings, 8 to 10, Tuesday, Thursday and Friday only.

Brooklyn Guild of Deaf-Mutes

Meets first Thursday of each month at the Church of the Messiah, 80 Greene Ave., cor. Clermont. Gates Ave. car stops at door.

SOCIALS AND ENTERTAINMENTS
May 24—Free Social and Games.
June 14—Gallaudet Anniversary Festival.
October 25—Hallowe'en Party.
November 7 and 8—Fair for the Building Fund of Brooklyn Guild.
December 27—Christmas Festival.
Mrs. Harry Leibsohn, Chairman, 8657 18th Ave., Bath Beach, Brooklyn

Evangelical Assn. of the Deaf

UNION SERVICES FOR ALL THE DEAF
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Mr. Daniel E. Moran, Assistant.
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Address all communications to the E. A. D., 3955 S. Hobart Boulevard, Los Angeles. A hearty welcome to all the deaf

Detroit Association of the Deaf

Third floor, 8 East Jefferson St., near Woodward Ave., Detroit, Mich.
Club room open every day. Regular meeting on second Sunday of each month. Visitors always welcome.

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INCORPORATED 1891
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February 21, 1930
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SEVENTH ANNUAL

PICNIC & GAMES

AUSPICES OF

BRONX DIVISION No. 92

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GOOD TIMES and LOTS OF FUN

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At Hoffman Park Casino

Haviland and Havemeyer Avenues, Unionport, Bronx, N. Y.

Admission - - - - - Fifty Cents

MUSIC—DANCING

Directions:—Either 7th or Lexington Avenue Bronx Subway to 177th Street Station, go downstairs and take 180th Street Crosstown car to Havemeyer Avenue.

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AND 4th World Congress of the Deaf

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Dec. 6—Saturday Eve.

Dec. 7—Sunday P.M. and Eve.

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